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AUTHOR Kasambira, K. Paul
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ABSTRACT

The role of colleges and universities in preparing students for work and leisure in the future is discussed. It is suggested that students of the future may be divided into three broad categories of traditional students, nontraditional students, and minorities. The role of higher education in preparing these groups for work and leisure activities in the future is addressed. Skills that should be possessed by entry-level workers in 1990 are identified, including evaluation and analysis skills, problem-solving, decision-making with incomplete information, and communication skills in many modes. Growth rates for 10 rapidly growing jobs during 1978-1990 are also indicated. Specific ways that colleges and universities can help prepare all students for the future world of work and leisure are recommended. The development of a Center for Career Development is proposed that would view career development as an on-going decision-making process that includes career planning, cooperative education, and job placement. The future role of colleges in career guidance and counseling, retirement preparation, and leisure counseling is addressed. Vital issues for research and development for the future are also noted. A selected bibliography concludes the document. (SW)

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THE ROLE OF HIGHER EDUCATION IN WORK AND LEISURE: A WAVE OF THE FUTURE

by

Dr. K. Paul Kasambira
Professor of Teacher and Higher Education

Bradley University

Peoria, Illinois, 61625

USA

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Introduction

In his widely read as well as quoted book Future Shock, Alvin Toffler quotes a Chinese proverb which says: "To prophesy is extremely difficult - especially with respect to the future." (Toffler, 1970, p. 4) What this means is that every statement about the future ought, by rights, to be accompanied by a string of qualifiers - ifs, ands, buts, and on the other hands. Obviously the inability to speak with precision and certainty about the future, however, is no excuse for silence. Where "hard data" are available, of course, they out to be taken into account. But where they are lacking, the responsible writer--even the scientist--has both a right and an obligation to rely on other kinds of evidence, including impressionistic or anecdotal data and the opinions of well-informed people.

The most reliable way to anticipate the future is by understanding the present. No one can predict the shape of the future and yet attempts to describe it in detail are the staff of science fiction and futuristic guessing games that often prove inaccurate and annoying. (Naisbitt, 1982) In dealing with the role of higher education in preparing people for the world of work and leisure educators should bear in mind Alvin Toffler's construct in his book The Third Wave, in which he divided civilization into only three parts - a first wave agricultural phase, a second wave industrial phase, and a third wave information phase which has just begun (Toffler, 1980).

The Concept of Work and Leisure

The current issues surrounding work are so pervasive and so central to human existences that Pope John Paul II devoted a papal encyclical to the subject in 1981: "Laborem Exervens" (On Human Work). This was the first such statement the Roman Catholic Church had delivered on work in nearly ninety years. Selected statements from the encyclical strike directly at the meaning of work and its dynamics:

> Because fresh questions and problems are always arising, there are always fresh hopes, but also fresh fears and threats connected with the basic dimension of human existence: man's life is built up every day from work, from work it derives its specific dignity, but at the same time work contains the increasing measure of human toil and suffering and also of the harm and injustice which penetrate deeply into social life within individual nations and on the international level.

The United States Secretary of Education Bell (Riegle, 1982) conveyed a sense of the meaning of work somewhat differently from Pope John Paul II, but no less dramatically:

> Work in American is the means whereby a person is tested as well as identified. It is the way a youngster becomes an adult. Work shapes the thoughts and life of the worker. A change in atmosphere and life-style can be effected by an individual by simply changing the way he or she makes a living. For most of us in adult life, being without work is not living (p. 1114).

Whether viewed through a secular or spiritual lens, such a powerful medium obviously carries diverse meanings for individuals choosing or engaging in work.

The type of work one engages in affects how much time is available for leisure pursuits, what these pursuits are likely to be, and with whom and when they will occur. But leisure and how it

is used also have to do with quality of life. McPhearson and Guppy (1979), for example, describe retirement and aging as representing for many a transition from a work to a leisure role. Others suggest that persons must balance work and leisure as sources of need satisfaction (Leclair, 1982). The questions in such cases are: Can leisure also provide the self-esteem potentially available from work? Can leisure be growth-producing just as work can potentially be? Does leisure deserve the same sort of attention and resources as does planning for work or other aspects of career?

The answers to such questions are debatable. In recent decades, leisure has rarely been seen as having merit in itself either as a life style or in excessive portions as a compliment to work. As the meanings of work and work ethics in this society are changing toward greater emphasis on holistic approaches to well-being and self-actualization, the part that leisure plays in such circumstances is being rethought by many observers.

The use of time interacts with the use of language. Language shapes how we view people and problems and what we do about them. Language sets limits on perception; we can see only that which we have been linguistically trained to see. As Wilson (1981) has so effectively articulated:

> Our language is beautifully adapted to the world of organized work, but ill-adapted to the work of unorganized leisure. We have many words and may perceptual frames to describe the product of goods or the rules of bureaucratic behavior. But one's tongue twists or falls silent when we try to tell of contemplation or love, or writing a poem, or pondering a philosophy (p. 283)

Within this context, Wilson reminds us, "One of our great hazards in considering leisure is that it is so commonly thought of as a residue, an empty category of experience that is 'left over' when

other life sustaining activities have been accomplished" (p. 284). Instead, in his view, leisure requires alertness, involvement, immersion. It is an active rather than passive process, in which one is not compelled to engage but which is frequently the condition in which "peak experience," growth, and self-actualization can occur.

The Transition to Work: A World Perspective

The transition to work among youth, displaced homemakers, and other groups who have not had previous experience in the labor force has become a major international problem. In particular, the school-to-work transition has become the object of concern and research throughout the world.

The International Labor Office (ILO) reported in 1977 that:

> In the nine Common Market countries those under the age of 25 looking for jobs have more than doubled since 1975 and now account for one out of every three of the five million unemployed.... Teenagers are hardest hit, especially those looking for their first job. Even in countries with relatively low levels of joblessness, such as Sweden and Norway, teenage unemployment is twice or thrice higher than that of other workers (International Labor Office, 1977a).

In another ILO study (1977b) in an Asian country it was found that 79 percent of the unemployed were under 25 years of age and nearly half of them had not yet reached the age of 18. The magnitude of the total problem is dramatized by ILO statistics that indicate that young people under 20 make up one-third of the population of the industrialized countries and one-half of the population in the developing countries.

The official U.S. Department of Labor statistics comparing youth unemployment rates for selected countries in 1978 showed the United States leading with 19 percent; Italy, 16.8; France, 16.1;

Canada, 15.6; Australia, 13.1; Germany, 7.2; Great Britain, 7.0; Sweden, 5.5; and Japan 4.1 (U.S. Department of Labor, 1979). The teenage-to-adult ratios also vary significantly from nation to nation. Italy, for example, has experienced a ratio of teenage unemployment seven times higher than the adult rate. In the United States, the recent rations of youth-to-adult unemployment have tended to be three or four times as high. Canada, Britain, and Japan tend to have the lowest ratios of teenage-to-adult unemployment, with differentials of about two to one. Of course, the reasons for differences in youth unemployment and for differentials between youth and adult unemployment relate to the labor market policies of each country.

Students and Job Skills of the Future

Students of the future may be divided into three broad categories of traditional students, nontraditional students, and minorities. Each of these three populations will be briefly discussed in an effort to give the reader a comprehensive picture of the people whose future work and leisure activities higher education institutions have to prepare.

Traditional Students

Traditional students are those college students who fall within the "normal" 18-24 year old age group. These students, who are usually single, graduate from high school or secondary school and go straight to college. This pool of students is getting smaller and smaller until we hit the year 1990. Because most of these students do not have full time jobs, the majority of them get their undergraduate degrees in four years. As far as their preparation for the world of work is concerned, their choices are

wide open. Some of them take advantage of the career counselling or development center usually located on their university campuses.

The Non-traditional Students

At the present moment, more than 20% of new college enrollees in American institutions of higher education have not come directly from high school. They have "stopped out" after high school graduation. In a number of situations, "stopping out" seems to be acceptable and even desirable. When these individuals come to college, they are then referred to as "nontraditional" students. These individuals are nontraditional in their academic backgrounds, race, age, and attendance patterns. In a lot of cases, the "stopping out" is encouraged by the declining proportion of youth in large segments of America during this decade. What this decline means is that many able youth will be able to move directly from high school to a good paying job, either bypassing college altogether or deferring it for a few years.

In the U.S.A., some of these nontraditional students go to college to change their careers or to specialize or get formal training in an area they are already engaged. Professional areas in which a lot of nontraditional students are commonly found are medical nursing, engineering, computer science, business administration, and to some extent, teaching, to mention only a few.

If these nontraditional students happen to be older women, then they can face a variety of problems as they make an effort to adjust to college life. They may be environmentally deprived or they might have problems with their internal psychological

mechanism. These two major problems might be results of the fact that they are "empty nesters" (all children gone), or that they are "displaced homemakers" (after dissolution of marriage). In some cases, they are older people who are mothers, single parents, widows, divorced, or a combination of two or more of these statuses.

Minority Students

The third large group of students of the future is that of minority students. According to the American Federal Guidelines, minority students are people who belong to one or more of the following categories: American Indian, Alaskan, Asian or Pacific Islanders, Black/Afro-American, Hispanic, and people from Gayana, Surinam, Trinidad, or any of the South American countries.

Minority students comprise a category of individuals whose racial, educational, social, cultural, and economic experiences vary significantly from that of the majority student population because of their past historical experiences which, in some cases, included some form of oppression. For these people, there are four modes of reaction towards oppression of any sort. Minority students on university campuses have a tendency, as a presentative sample of society in general, to fall into one or more of these four modes. These modes may be manifested in the following reactions:

1. Movement towards the perceived oppressor in a desire for integration into the mainstream of society.
2. Movement away from the dominant society.
3. Movement against the oppressors and to express hostility through aggressive action directed at white individuals or institutions.
4. Movement in no particular direction, and the manifestation of signs and symptoms of apathy.

The dependency of middle class white Americans on the success of minority youth in school and at work is just beginning. For example, we are moving rapidly from a period of worker abundance to a period of worker shortages, particularly as the number of entry-level workers declines. As a result, 90 percent of the work force in 1990 is already at work today. Retiring white workers will find themselves increasingly dependent on a work force heavily composed of minorities to pay their Social Security trust funds. The motives for whites working with minority students and workers in the end of this decade will be neither political liberalism nor nobleese oblige - it will be enlightened self-interest. This is, of course, the major reason businesses are more interested in schools and colleges today than previously - the job structure is demanding increasingly high levels of higher order skills in workers, and it is vital to business that these skills are possessed by entry-level workers. (See Tables I and II.) It is no doubt most fascinating to note the tremendous growth rates in some of the job areas, especially the first four jobs in Table II.

Table I

JOB SKILLS FOR 1990

- Evaluation and Analysis Skills
- Critical Thing`king
- Problem Solving (Including Math)
- Organization and Reference Skills
- Synthesis
- Application to New Ideas
- Decision-making with Incomplete Information
- Communications Skills in Many Modes

SOURCE: Information Society. 1982

Table II

TEN MOST RAPIDLY GROWING JOBS
1978 - 1990

	Growth Rate
Data Processing Machine Mechanics	147%
Paralegal Personnel	132%
Computer Systems Analysts	107%
Computer Operators	88%
Office Machine Services	80%
Computer Programmers	74%
Aero-Astronautic Engineers	70%
Food Preparation (Fast Food)	69%
Employment Counselors (Interviewers)	67%
Tax Preparers	65%

SOURCE: Max Casey, "Occupational Employment Through 1990", Monthly Labor Review, August, 1981, page 48.

Today, about 12 million people attend colleges and universities in the U.S. However, another 46 million adults are being educated by another service provider. These providers range from union educational colleges to the Management Academy of United Way, about 400 corporations that offer their own instructional programs to their employees, and the Graduate School of the U. S. Department of Agriculture, which alone educates some 12 million adults, about as many as are educated in all colleges and universities combined; AT&T spends $1.7 billion on its own education and training programs. According to the College Board, about 50 percent of all American adults are taking some form of organized instruction, but only a small minority of the total is learning in a college or university setting. If one quarter of these 46 million adults now being educated had decided to take their education programs at a college or university, there would be no decline in enrollments in higher education. However, the pressure for further education has basically gone around colleges

and universities; we have now built a "second system" of post-secondary education in the U.S. whose total investment per year is about what is invested in colleges and universities put together--about $50 billion.

A BLUEPRINT FOR THE FUTURE

The last part of this paper will deal with some specific ways in which institutions of higher education can involve themselves in preparing people for the future world of work and leisure. As much as possible, examples of what could or should be done will be given. Some of the recommendations included here are based on research or examples of programs which have been successfully implemented in some institutions of higher education in the United States.

A Center for Career Development

In the United States today, 25% of the workers are in jobs which did not exist 25 years ago. By the year 2000, 75% will be in jobs which don't exist today. For this and other reasons, institutions of higher education should make a conserted effort to develop and maintain a comprehensive "Center for Career Development." These centers should view career decision-making as an on-going process, not a one-time decision. The centers should also view career development as a step-by-step progression which includes three components: (1) career planning, (2) cooperative education, and (3) job placement.

Career planning is the first step in a well organized career development program. Students should be given help in their efforts to explore what they would like to do in the future or

after their graduation from college. The importance of the role of colleges and universities in career planning for future citizens cannot be emphasized enough, for recent statistics show that most people change jobs more than seven times and also make more than two career shifts. One of the center's goals then should be to prepare students for these experiences.

The second component of an effective Career Development Program which is intended to bring the world of work to future employees is cooperative education. Cooperative education, or "Co-op" as it is sometimes called, might very well be considered as one of the waves of the future. It is a dynamic plan which effectively integrates classroom theory with career related work experience. The Co-op program offers two basic options to students depending on their preference and the co-op employer's agreement. Students involved in this experience can choose either an alternating or parallel program. The traditional full-time alternating program intersperses full-time study with full-time paid work experience off-campus, as illustrated in the model below:

SCHOOL WORK SCHOOL WORK

The Parallel program option allows the students to attend classes while working part-time, usually as close to campus as possible. This model is illustrated below:

SCHOOL SCHOOL

WORK WORK

In both programs, students will be expected to complete at least two work sessions.

Job Placement

The third component of the Center for Career Development is

called job placement. This component is intended to help students ease their transition from college to the world of work. The job placement involves three stages through which students, particularly juniors or seniors have to go. The first stage requires that the students special "Placement Orientation Sessions" in which presentations on the job market, employer expectations and job search techniques and resources are discussed. The second stage is called the "Planning Employment Strategy." During this stage students are guided through reinforcement of their career objectives and in the development of resources and other job search materials. The third and last step in the placement process involves the scheduling of campus interviews and the publication of job vacancies by the Center for Career Development staff.

Career Guidance and Counselling

In the future, institutions of higher education will have to establish strong career guidance and counselling departments whose responsibility will be to help clients to deal with their work or leisure problems or concerns. Guidance counsellers would have to develop blueprints for the variety of activities in which they can effectively assist people who are already in the world of work - industry, business, or unemployed. For workers, getting a job does not necessarily mean job satisfaction, motivation, or good performance. There are workers who do not have one or more of the three above mentioned ingredients of work. Career guidance counsellers will be called upon to help workers of the future to develop skills in coping with their environments.

For some people who are employed, there is a different set of problems related to work pathology or psychopathology. It is very difficult to tell whether or not serious pathological problems are induced by the work place or whether the workers bring them to work. Griffin (1980) did a study of 500 Fortune companies and received responses from 118 of them. He concluded that less than 25 percent of workers in the 118 responding corporations were being reached by career development services. University or college career counsellers of the future will have to get more involved in community organizations which are different from industry and business.

Preparing for Retirement

Because of the fears or negative attitudes towards retirement, people in general conveniently avoid the subject or prepare for it. What they forget is that preretirement and retirement are in fact part of a working person's career life. In our discussion of the concept and purpose of work earlier on in this paper, we pointed out the fact that one of the purposes work serves is in the maintenance of an individual's psychological and social well-being. Jokoda (1974, 1981), who had done some research on the purposes of work, concluded that work provides five benefits beyond providing a livelihood for an individual as pointed out in the quote below:

> First, employment imposes a time structure on the waking day; Second, employment implies regularly shared experiences and contacts with people outside the nuclear family; Third, employment links individuals to goals and purposes that transcend their own; Fourth, employment defines aspects of personal status and identity; and finally, employment enforces activity (1979, p. 312).

Retirement obviously removes these five sources of psychological well-being cited by Jakoda. It seems as if only self

employed workers can afford to partially retire and ease into the retirement stage. (Quinn, 1981) Many people would like to stay in the job market, but discrimination and the necessity to give younger workers an opportunity to work in order to support their young families forces the older workers to retire. Retirement and old age go hand-in-hand.

Leisure Counselling

McDowell (1976) has defined leisure counselling as "a helping process which facilitates interpretative, affective, and/or behavioral changes in others toward the attainment of their leisure well-being" (p. 9). Edwards (1980) maintains, "Leisure counselling is a process that occurs when a trained leisure counseller helps one person or a group of persons, of any age, to determine their present leisure interests, attitudes, and needs - then assists them in choosing and following leisure pursuits that are practical, satisfying, available, and unharmful" (p. 1). LeClair (1982) suggests that leisure counselling is "a process using contemporary counselling techniques to facilitate the awareness of client's thoughts, feelings, and values toward leisure as well as to develop the client's decision-making skills involved in leisure participation" (p. 294).

Research and Development for the Future: Some Vital Issues

The last wave of the future to be considered here deals with the role of higher education in the research and development of the dynamics of work and leisure. It will be the sole responsibility of colleges and universities to be in the vanguard of researching, collecting data, and disseminating the findings to business,

industry, and community people who deal with issues involving work and leisure. In the future, institutions of higher education will have to concentrate their research efforts in the following areas:

Work and Leisure

- work and leisure
- occupational/career information
- career decision-making and career guidance interventions
- job search and work adjustment
- implications of mid-life
- women's career development

The above cited research issues are not the only ones appropriate for exploration, but instead, they are a representative sample of the future role of higher education in work and leisure research studies.

Conclusion

Because of the unique position institutions of higher education occupy in society in general, people will look at these institutions for answers to most of their questions. These institutions will need to be on the cutting edge of technological development especially as it relates to the world of work and leisure. Some of the tasks the colleges and universities of the future will have to perform will involve the continuous redefinition of work, leisure, problems related to work, career development, transition to the world of work, preparation for retirement and how retired people could best utilize their time.

Higher education personnel will also have to prepare future workers by counselling them and helping them to make sound career choices. The last area of involvement is that of research and development. Higher education institutions are endowed with the expertise as well as facilities to research issues which deal with

the world of work and leisure. They are the liaison between society, industry, and society. The future and success of society rests in their hands. For the philosopher Plato, this makes a lot of sense for it is in keeping with his philosophy that "a society is as strong as its school system" - for him the university was the school.

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